



CHARLESTON FORTS

Teacher's Guide



PROJECT DISCOVERY: CHARLESTON FORTS

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PROJECT DISCOVERY: CHARLESTON FORTS INTRODUCTION

“Three Forts of Charleston Harbor”

Produced and directed by: Renee Layson

“Three Forts of Charleston Harbor” highlights the impact of Fort Moultrie, Fort Johnson, and Fort Sumter during the Revolutionary War and the American Civil War. Touring the forts with historian, Rick Hatcher and educational specialist, Michael Allen, one quickly realizes the historical significance of these National Park Monuments. The importance of their historical contributions through the decades dictates their place in history.

How to Use This Guide

“Three Forts of Charleston Harbor” is a video program produced by ITV with ETV, that incorporates tours of the three forts with information from National Park Service Tour Guides. The program has been divided into three segments for classroom viewing. “Three Forts of Charleston Harbor” can be watched by third graders to give them a visual picture of a fort. Fourth graders can view the video to enhance their understanding of South Carolina’s place in United States History. Students in grades 8 and 11 will benefit from the tour of forts as well as the historical material presented by the National Park Service Guides.

Guide Components:

- **Key Focus Points of Video Segments**
- **Pre-Teaching Material**
- **Classroom Activities**
- **South Carolina Social Studies Standards**
- **Selected Internet Resources**

Segment One: Fort Moultrie

- **Charleston 1776**
 - Largest city south of Philadelphia
 - Major shipping and population center
- **Sullivan’s Island 1776**
 - Construction of Fort Moultrie began
 - Palmetto logs and sand utilized
 - Local materials used because of time factor
 - Half of fort completed
 - Patriots moved to fort to guard harbor

- June 28, 1776 – Fort Moultrie
 - First major Revolutionary War Battle
 - 300 Defenders; 28-30 cannons at Fort Moultrie
 - 9 British warships attacked carrying 300 cannons
 - Patriots defeated British in 9.5 hours – Significant Battle
- 1780
 - Charleston fell to British in May 1780
- Fort Moultrie abandoned by military after Revolutionary War
- 1790's
 - New Fort Moultrie built on site of decaying fort
 - Fort completed in 1798
- 1804
 - Hurricane destroyed Fort Moultrie

Segment Two: Fort Johnson and Fort Sumter

- Fort Johnson
 - 1708-1709 built on James Island
 - 1750's rebuilt
 - 1775-1776 Patriots take over Fort Johnson
 - 1780 – back in British hands
 - 1812 – some activities; hurt by hurricane
 - 1820's – abandoned by US Military
 - Used to store building materials for Fort Sumter
 - 1861 – reestablished after SC seceded from Union
 - April 12, 1861 at 4:30 a.m.
 - First mortar shell fired from Fort Johnson
 - Abandoned after American Civil War
- Fort Sumter
 - Strategically placed to provide protection for Charleston
 - Man-made island built over 10 years
 - 2.5 acres of land
 - 70,000 tons of rock and granite from New England
 - 31 years to build Fort Sumter
 - Fort completed fall of 1860
 - Abraham Lincoln elected President
 - December 1860 – SC Secedes from Union
 - 84 soldiers and families moved to Fort Sumter
 - Major Robert Anderson – Commander of American forces
 - Mars Island
 - Jan. 9, 1861 – Citadel cadets fired on unarmed merchant ship
 - April 1861
 - Confederate President Jefferson Davis ordered General P.G.T. Beauregard to move Major Robert Anderson out of Fort Sumter

Segment Three: Fort Moultrie

- 1804-1809 New Fort Moultrie built after hurricane
 - Brick fort
 - Best duty station
 - 40 cannons – later adapted to 50 cannons
 - 250 officers and men
 - Powder magazine stored artillery
 - Guard Charleston Harbor
- Participated in the following wars and conflicts
 - War of 1812
 - Mexican War
 - American Civil War – new fort only used in combat 1861-1865
 - Spanish American War
 - WWI
 - WWII
- 171 Year History
 - 1776-1947

LESSON PLANS

Pre-teaching Material:

- Map Study
Locate the Charleston Harbor, Fort Sumter, and Fort Moultrie on a map of South Carolina. To gain a better understanding of our place in the United States, have students locate the area on a map of the United States.
- Preliminary knowledge of the Revolutionary War and the American Civil War should be discussed. Students should have an awareness of the reasons for each war and their time-line in history. Facts and information discussed would be dependent upon the academic level of the student.

Vocabulary

Fort
Palmetto logs
Patriots
Revolutionary War
American Civil War
Powder magazine
Cannon
Artillery
Harbor
Merchant Ship
Warship

Places

Charleston Harbor
Fort Moultrie
Fort Sumter
Sullivan's Island
Fort Johnson
James Island

People

Major Robert Anderson
Abraham Lincoln
Confederate President Jefferson Davis
General P.G.T. Beauregard
General William T. Sherman

Classroom Activities:

Elementary Students:

1. Time-Line: Students chose between Fort Moultrie and Fort Sumter to design a time-line of events that took place at a particular fort over its historical life. The students could compare events and dates to assist in developing a better understanding of history. Time-lines could be displayed in the classroom or hallway.
2. Students will collaborate to research an event or person involved in the life of Fort Moultrie or Fort Sumter. Group class reports could be presented to broaden each student's knowledge base.
3. Create an electronic book using PowerPoint. Each slide in the slideshow will represent a page in the electronic book. Students should begin this process by creating a storyboard using index cards.

Groups will utilize the material that was researched in activity #2 such as an event or person in history.

The electronic book can then be combined to make one class history book.

4. As a child of a family living on Fort Sumter, what would be some of your daily responsibilities living on a military fort? How could you be helpful to your family?
5. Learning groups could select one of the following:
 - a. Have students construct a model of Fort Sumter prior to April 1861. A description of the land the fort was built on and how it was placed, materials and amounts used in the building process, and how long it took to build should be included.
 - b. Have students construct a replica of Fort Moultrie at the time of the beginning of the Revolutionary War in 1776. Describe the characteristics of the building materials and the importance of those materials in its defense.
6. Guided Tours: Students could select Fort Moultrie or Fort Sumter to tour using their models. Students could explain different physical features of the fort indicating the reason for its importance in war.

Middle/Upper Students:

1. Time-Line: Students chose between Fort Moultrie and Fort Sumter to design a time-line of events that took place at a particular fort over its historical life. The students could compare events and dates to assist in developing a better understanding of history. Details of events should be included for older students. Time-lines could be displayed in the classroom or hallway.
2. Students will collaborate to research an event or person involved in the life of Fort Moultrie or Fort Sumter. Create an electronic book using PowerPoint. Each slide in the slideshow will represent a page in the electronic book. Students can search the Internet for photos, graphics and sound to place in their PowerPoint slideshow. Photos can be scanned from other sources. One group digital photo of all students will be used as the Author Page. A rubric should be created to grade the e-books.
3. Students determine which side of the American Civil War each would have fought on and explain why he/she would have served the Confederacy or the Union Army.
4. Learning groups could select one of the following:
 - a. Students will construct a model of Fort Sumter prior to April 1861. Describe the land development and fort building process including the time-line for the process. Explain the physical features and the type of artillery.
 - b. Students will construct a replica of Fort Moultrie at the time of the beginning of the Revolutionary War in 1776. Explain the physical features and the type of artillery.
5. Guided Tours: Students will be able to explain the important features of Fort Sumter and Fort Moultrie. Students should have knowledge of each fort's service in history.

SOUTH CAROLINA SOCIAL STUDIES ACADEMIC STANDARDS

GRADE 3

South Carolina Studies

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

Indicators

- 3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Indicators

- 3-3.1 Analyze the causes of the American Revolution—including Britain's passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina's role in these events. (H, P, E)
- 3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)

Standard 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

Indicators

- 3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)

GRADE 4

United States Studies to 1865

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicators

4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H)

Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.

Indicators

4-6.3 Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession. (H, G, E)

4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War—including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox—and the role of African Americans in the War. (H, G, E)

GRADE 5

United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Indicators

5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)

GRADE 8

South Carolina: One of the United States

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Indicators

8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)

Standard 8-3: The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

Indicators

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman’s march through the state. (H, P, G)

Standard 8-6: The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.

Indicators

8-6.2 Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)

HIGH SCHOOL CORE AREA

United States History and the Constitution

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

Indicators

USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

Indicators

USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)

Social Studies Literacy Elements

A. Distinguish between past, present, and future time
B. Establish chronological order in constructing one's own historical narratives
C. Measure and calculate calendar time
D. Create and interpret data on time lines
E. Explain change and continuity over time
F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
G. Make and record observations about the physical and human characteristics of places

H. Construct maps, graphs, tables, and diagrams to display social studies information
I. Use maps to observe and interpret geographic information and relationships
L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts
O. Consider multiple perspectives of documents and stories
P. Locate, gather, and process information from a variety of primary and secondary sources including maps
Q. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems
V. Use a variety of media to develop and organize integrated summaries of social studies information.

WEB SITES

Map Overviews:

South Carolina Maps

http://www.50states.com/maps/print/south_carolina.htm

http://www.eduplace.com/state/sc/pdf/sc_map.pdf

<http://www.ces.clemson.edu/scmaps/mapresource.html>

Revolutionary Map

<http://www.rootsweb.com/usgenweb/sc/maps/rev.gif>

Civil War Battle Map

<http://americancivilwar.com/statepic/sc.html>

Selected Internet Resources:

The Selected Internet Resources can be used both by the instructor and by students. Other site resources are available. The sites were active at the time of publication.

Knowitall.org – There are many resources to use on this website to support the information in this guide.

<http://www.knowitall.org/>

ETVStreamlineSC – ETV's StreamlineSC is a standards-based video-on-demand service with 40,000 plus video clips. Site searches for historical places and events support the curriculum in this guide.

<http://www.myetv.org/education/streamlinesc/>

National ParkService – Fort Sumter

<http://www.nps.gov/fosu/index.htm>

http://www.nps.gov/fosu/1_Home/home.htm

Crisis at Fort Sumter

<http://www.tulane.edu/~sumter/>

The Attack on Fort Sumter

Detailed description of Confederate Military History

<http://www.civilwarhome.com/ftsumter.htm>

Fort Sumter

<http://www.us-civilwar.com/sumter.htm>

Fort Sumter and Fort Moultrie National Monuments
<http://www.cr.nps.gov/nr/travel/charleston/sum.htm>

National Park Service – Fort Moultrie
<http://www.nps.gov/fomo/>

The American Civil War
<http://www.swcivilwar.com/MoultriePhotos.html>

Defenders of Fort Moultrie
<http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/4kids2000/SCDefenders.htm>

South Carolina Civil War Battle – Fort Sumter
<http://americancivilwar.com/statepic/sc/sc001.html>
<http://americancivilwar.com/statepic/sc/sc004.html>
<http://americancivilwar.com/statepic/sc.html>

Fort Sumter by William Hamilton
<http://www.awod.com/gallery/probono/cwchas/sumter.html>

Jefferson Davis, President of the Confederate States
<http://americancivilwar.com/south/jeffdavi.html>

Jefferson Davis Biography
<http://www.civilwarhome.com/jdavisbio.htm>

Major Robert Anderson
<http://www.civilwarhome.com/anderson.htm>
Major Robert Anderson Biography
<http://www.civilwarhome.com/Andersonbio.htm>